

Advisory Team: English Learners

MINUTES

MAY 31, 2017

4:00 TO 6:00 PM

PLYMOUTH STATE UNIV.
CONCORD, NH

ADVISORY TEAM LEAD	Aaron Hughes (NH DOE facilitator)
NOTE TAKER	Nicole Ponti
ATTENDEES	Natalie Watson, Nicole Ponti, Caroline Butler, Karen Boxell, Carey Hodges, Sarah Dubois, Mariane Robert, Nancy Allen, Wendy Perron
OBSERVERS	None
PRE-READ MATERIALS	<ul style="list-style-type: none"> Draft NH's Consolidated State Plan: https://www.education.nh.gov/essa/documents/state-plan.pdf Parent Brief NH ESSA Plan: https://www.education.nh.gov/essa/documents/plan-summary.pdf Consolidated State Plan Survey: www.surveymonkey.com/r/J3NPZC9 EL Advisory folder (Google): https://drive.google.com/drive/folders/0B6nc-AcvbcskZzJRS1IBUnNEa1E

DISCUSSION	Key Topics & Tasks
<p>OBJECTIVES FOR MEETING:</p> <ol style="list-style-type: none"> To review NH's Draft Consolidated State Plan To recommend Next Steps for ESOL programs in NH <p>A. NH's Parent Brief NH ESSA Plan</p> <ol style="list-style-type: none"> Overview of the Parent Guide <ol style="list-style-type: none"> Survey: Ask colleagues, parents and all stakeholders to review the draft plan and complete the survey (May18th-June18th) <ol style="list-style-type: none"> Suggestion 1: offer translated communication to parents in a timely manner in accordance with OCR guidelines (Choose the top 12 languages in the state) Suggestion 2: Districts hold a parent info night to help assist parents in learning about the changes to the program after the NH ESOL Guidance has been revised summer 2017 <p>B. NH's Vision Statement (Dear Citizens Letter by Commissioner Edelblut)</p> <ol style="list-style-type: none"> Suggestion 1: include language that explicitly mentions English Learners in NH, a clear definition is needed and what the state's vision for this population is, the statement currently doesn't clearly highlight this population; however, this sub-group of students is a focal point of the ESSA, and this specific population of kids is increasing in NH public schools. <p>C. NH's draft plan—Comments and Revisions</p> <ol style="list-style-type: none"> Monitoring changes under the ESSA plan <ol style="list-style-type: none"> 4 years of monitoring and reporting progress Include language that shares this monitoring with mainstream teachers and EL teachers. Various forms are being reviewed and drafted Create a team to work on a standardized NH Monitoring former EL progress form 	

- e. Next EL Advisory meeting we will review forms and plan to implement a form to be used in NH schools 2017-18
- 2. **Recently Arrived English Learners (RA ELs):** amend this section of the State Plan to reflect EL Advisory's recommendation
 - a. *Statewide Accountability System and School Support and Improvement* (page 11)
 - i. **ESEA1111(b)(3)(A)(i) is the EL Advisory's recommendation.**
 - ii. Theory of Action:
 - 1. Recently arrived ELs, who are defined as those ELs enrolled for less than 12 months in U.S. schools, represent a growing yet often underserved subpopulation of ELs. RA ELs are diverse in their levels of initial English proficiency and prior formal schooling, primary language literacy and age/grade on entry. ESOL program coordinators/teams at the LEA shall be allowed to exempt an RA EL from one administration of the state-mandated Reading/Language Arts (R/LA) assessment. This flexibility will allow LEAs to determine on a student-by-student basis if the R/LA assessment is likely to provide meaningful results and whether the testing experience is appropriate enough to supplant ESOL instruction (i.e. take classroom time away from the student). LEAs must request this exemption using the SASC (State Approved Special Considerations) Form 6, or other authorized method to receive this "first year" waiver of the R/LA assessment for an RA EL. If the exemption is not requested by the LEA, the LEA intends to administer the R/LA assessment to the RA EL.
 - 2. Furthermore, for the RA EL's first year of their enrollment the results will be excluded from all accountability determinations based on the R/LA, math and English language proficiency (ELP) assessments; the student's results on R/LA, math, and ELP assessments, however, are still reported. During the second year, the student must be included in the State's R/LA assessment, in R/LA and math achievement indicator calculations, and for progress toward achieving ELP indicator calculations. In the third year, the student's assessment results will be used in accountability calculations for both achievement and progress.

3. State Plan & Public Comment

- a. Heather Gage, Division Director of Educational Improvement, is scheduling two face-to-face public feedback sessions to be held on **June 13th** in **Room 15** at the **New Hampshire Department of Education** (101 Pleasant Street, Concord, NH).
 - i. Session One: **10:00 am to 12:00 pm**
 - ii. Session Two: **6:00-8:00 pm**
- b. An invitation is being created and distributed to schools, the legislature and educational partners so they can help get the word out. The invitation will include a statement requesting anyone needing assistance with translations or other support to let the NH DOE know. If you have any questions regarding these information sessions or would like to request translation and interpretation services prior to the release of the invitations, please contact Heather Gage, 603.271.5992 or heather.gage@doe.nh.gov, and Aaron Hughes 603.271.2034 or aaron.hughes@doe.nh.gov.

D. Forum on Next Steps

- 1. Group Discussion
 - i. Common platform for reporting is needed, discussion of using a program similar to ELlevation for all Title III districts to share monitoring and instructional information between districts and within districts.
 - ii. Screening funding question was brought up for the WIDA screener (online) who will pay? Under the previous screening assessment (W-APT) the state paid a subscription for all NH districts to use, why is this an issue now?
 - iii. **Concern:** Is this a state mandate that is not being funded? Julie Couch and Aaron Hughes will find out more information and report back to districts about the new "screener" and the next steps.
 - 1. PD Opportunities will be coming up in the summer and fall

- iv. Language from pages 27-29 about the **5 year goal for proficiency** with ELs in NH, the chart of student growth (means) was questioned. Where did these figures come from? Was there consultation with WIDA, Gary Cook to ensure these figures align with the research.
 - 1. Concerns about EL accountability being under Title I (state-given designations of school in need of “targeted” and/or “comprehensive” supports), funding questions will arise, reclassifying schools who don’t meet these requirements will need proper identification, definitions and labels.
 - 2. There are no more AMAOs, the 5yr goal for proficiency will be the new way of showing progress using the charts mentioned above. There were discussions in the beginning of the year of using a triangular data point assessments for showing student growth, but under the new commissioner, the Accountability Task Force placed the 5 year proficiency goal as the threshold.
- v. Set an EL Advisory meeting after July 5th to review the feedback from surveys and review the placement, exit and monitoring regulations and guidance.

CONCLUSIONS

Reviewed NH’s Consolidated ESSA State Plan, NH *Parent’s Brief*, and NHDOE Letter to Citizens (preamble to state plan)

ACTION ITEMS

Coordinate next EL Advisory Meeting

Aaron Hughes

June 14

Report EL Advisory minutes to Strategic Leadership Team and Accountability Taskforce--specifically change to **1111(b)(3)(A)(i)**

Aaron Hughes

June 14